



EVERY CHILD CQ

1 February 2018 Stakeholder Engagement

Community and Engagement

Executive Summary

Every Child Central Queensland is a movement creating social innovation by using the principle of collective impact to bring about systemic and long-lasting change to health, wellbeing and life outcomes for Central Queensland children to ensure that every child has every chance to reach their full potential.

In line with the principles of collective impact Every Child CQ conducted the first engagement session focused around community and connection. This session was an opportunity for targeted stakeholders to identify how community is defined and what might be some of the best approaches to moving toward the vision of Every Child CQ.

The engagement session was split into four distinct sections;

- Who is community – what defines community, who fits that for specific conversations and purposes?
- When you hear the term ‘community engagement’ what does that mean to you and how might we better articulate that term – considering there are essential pre-requisites to creating engagement?
- What unites and inspires community?
- What ideas do you have a round community ‘engagement’ and how ECCQ may start to do this in a meaningful and purposeful way?

Small group and large group discussions were utilised to extract and identify the initial responses to the above question. Whilst collective impact avoids refined definitions this session started to identify the initial context in which Every Child CQ should engage.

Specifically, the stakeholder group identified that with a central focus on children;

- the community is defined by an interconnectedness with unity of purpose whilst taking responsibility for driving that purpose forward and inspiring and empowering the growth of that network or web.
- Successful engagement requires building the ‘right’ connections in an area of specific need. Through that ever-growing group of connections there is a need to create an analysis of the need. Truth test that analysis through the connections. Then in collaboration with connections create action.
- A model on the theory of change was identified as a potential tool to implement action. Basically, it focuses on building relationships, introduce tasks and collectively solve the issues.
- Group identified that the role of Every Child CQ as leading engagement, should be a source of knowledge, act as a conduit of identifying and attracting funding and act as a central point for greater collaboration but should not be leading action.

The group had a wide range of thoughts with regards to all of the above topics. Based on the feedback provided it is recommended that Every Child CQ works toward identifying an initial issue to test the findings above.

Introduction

Outlined below is the first engagement of stakeholders in Every Child CQ in introducing the Collective Impact model to addressing challenges surrounding children and youth in the Central Queensland region. This engagement was focused specifically on the Rockhampton region.

Methodology

Every Child CQ identified a range of stakeholders both directly and indirectly associated with community and child wellbeing to collect a diverse range of views on community, engagement and approach. These stakeholders were invited to meet alongside the members of Every Child CQ Community Leadership Group (ECCQ CLG) to support diversity of engagement.

This group met on 1 February 2018 for a half day workshop, with the aim of starting to identify the key attributes that would facilitate a successful approach to the Collective Impact model.

The stakeholder group featured representative from the following organisation or sectors of the community;

Daniel Yasso (CQID)	Friederike McCartney (CQ Health Youth Connect)
Jason Reid (UCC)	Leone Hinton (CQU)
Lyn Hughes (CQU – Gladstone)	Melissa Minter (Livingstone Shire Council)
Prue Saxby (Indigo Gold)	Ross O'Reilly (Rosslyn Bay Wellness & Organic Farm)
Stacy de Calmer (QCOSS)	Mick Shearer (ECCQ CLG)
Maxine Brushe (ECCQ CLG)	Josh Ariens (ECCQ CLG)
Josh Donovan (ECCQ CLG)	Karen Abrahams (ECCQ CLG)
Kevin Ronan (ECCQ CLG)	Bronwyn Fenech (ECCQ CLG)
Jenny Archer (ECCQ CLG)	Wallace Taylor (ECCQ CLG)

Also present were

Rosemary Brown (ECCQ Director of Operations)

Patrick Hastings (Facilitator)

Apologies from those who could not attend

Greg Jones (PCYC)

James Mundy (DCYS)

Michelle Bradshaw (EnergyQ)

Robyn O'Connor (EdgeUCATION)

Brittany Lauga (MP for Keppel)

Sue Williams (ECCQ CLG)

Discussion was focused around questions that were distributed prior to the event and participants were encouraged to explore the questions from a broad rather than specific perspective.

Discussions

Who is community – what defines community, who fits that for specific conversations and purposes?

The room was divided into small groups were asked to discuss the question above with the specific intent of identifying the key qualities and attributes that define an ideal community, recognising that in any community there will be parts of this definition that will be challenged.

Groups identified the following as those qualities and attributes that define a community;

- Place
- Inclusivity
- Connection
- Respect for each other
- Values
- Common Purpose
- Choosing to be involved
- Sense of belonging
- Communication (internal as well as external)
- Inspires
- Recognition of skills and abilities
- Equity of value
- Equity of voice
- Opportunity to grow
- Safe space
- Diversity
- Pride in involvement
- Celebration of the good
- Recognition of potential improvement
- Trust
- Empowerment

The group then narrowed this down to the following list to create a base for the work of Every Child CQ to build from.

- Interconnectedness.
 - ✚ The idea that every community is driven through a range of connections and that this is heightened in regional towns but also creates larger issues when the connections aren't there.
- Unity
 - ✚ This focused on the need for a community to have a binding collective purpose or vision to allow the group to connect.
- Responsibility
 - ✚ For it to be a functioning community it needed to take responsibility of both its success and challenges. The example that was used was that a community shouldn't be relying on Government to intervene with programs to address issues. Responsibility requires grassroots solutions for it to provide long- term change.
- Relationships
 - ✚ There are a range of relationships and all need to exist for a healthy community. From family relationships to neighbourhoods, businesses, service providers and Government relationships all of these need to be allowing for open and transparent communication and a true desire to support and drive change.
- Purpose
 - ✚ The discussion was that too often we try to change everything and become overwhelmed. This is about creating a key purpose but then having a clearly articulated approach to achieving that purpose.

There was a strong discussion regarding whether trust should be included in the list above. The discussion focused around the idea of whether it was part of relationships or needs to be considered separately when discussing the idea of community. This would be something that needs to be further explored as Every Child CQ starts to move forward with its engagement.

When you hear the term ‘community engagement’ what does that mean to you and how might we better articulate that term – considering there are essential pre-requisites to creating engagement? What unites and inspires community?

Similarly, to the above question the room was divided in to small groups, but people were requested to sit with different people. The group addressed both questions in a collective arrangement not but by intent but rather through natural progression of discussion. Central themes identified are listed below.

- Agenda
 - Humility
 - Perspective
- Where and Why the engagement is occurring
- Engagement should lead to growth in people contributing
- Effective communication
 - Listening
- Transparency
- Honesty
- Positive Story Telling
- Leadership
- Non-judgemental
- Fun and Vibrant
- Reduce Transference
- Significance of engagement
- Authenticity

Specifically, there were several key aspects identified by the group that defined best practice engagement and would be the practice that would be most successful in the Rockhampton region. These included;

- The need for a broad engagement scope to ensure that aspects of the community are not excluded from the process.
- That there is no ‘agenda’ for the engagement process. Ensuring that the engagement does not have a pre-determined or identified solution prior to the engagement commencing.
- Most importantly the group highlighted the need for effective communication style that ensure that every individuals view is heard, respected and clearly understood.
- The groups also identified that good engagement should lead to more engagement as Every Child CQ is referred to other people/ organisations for further information.

The group was strongly aligned on what engagement should look like and were emphatic on the need for engagement to exclude any information bias. The engagement needs to be on the individual not on the outcome.

They also highlighted the need for the need for any engagement to close the loop. Engagement occurs then for the outcome of the engagement and further action to be communicated back.

What ideas do you have a round community ‘engagement’ and how ECCQ may start to do this in a meaningful and purposeful way?

Small group feedback on this question was varied but all identified the need for there to be a specific focus of the engagement. Below is the key point of each group.

Group 1	Group 2	Group 3	Group 4
Stage 1 <ul style="list-style-type: none"> Identify the area of need/ analysis Build connections around this topic/ engage Collate feedback Confirm correct information capture Create action 	Stage 1 <ul style="list-style-type: none"> Identify where kids are Where parents are 	Utilise the Theory of Change to provide structure around engagement. Stage 1 <ul style="list-style-type: none"> Build relationships Gather information 	Stage 1 <ul style="list-style-type: none"> Listen to the children. Create an environment of empowerment
Stage 2 <ul style="list-style-type: none"> Identify approach Develop tools and programs Monitor and assess Ground check and report back to community 	Stage 2 <ul style="list-style-type: none"> Identify platforms for communication Tell the Every Child CQ story and how they can be change makers 	Stage 2 <ul style="list-style-type: none"> Introduce tasks to start to breakdown the information gathered 	<ul style="list-style-type: none"> Collaborate with the schools and other organisations and children to address the identified areas of issues.
Stage 3 <ul style="list-style-type: none"> Continuous improvement 	Stage 3 <ul style="list-style-type: none"> Ensure that we are reaching the right people What emotions can be utilised to illicit change 	Stage 3 <ul style="list-style-type: none"> Solve the issue 	Stage 3 <ul style="list-style-type: none"> Integrate solutions within the existing structures
	Stage 4 <ul style="list-style-type: none"> Ground check and improve 		

The agreed areas across all groups was that engagement needs to be established as a continuous process and that it should be geared towards creating excitement and the space for action. Engagement needs to be information focused and must be seen to be used.

The group showed significant interest in the Theory of Change model that one of the participants spoke of, fundamentally this model seeks to clarify purpose and identify appropriate tasks, these tasks are then broken down into smaller tasks; it is these smaller tasks that drive action. Further investigation needs to be made as to whether this would be the best model for Every Child CQ.

All groups identified that the role of Every Child CQ was as the facilitator and key conduit of this process, but it was not an action body. Every Child CQ should be leading engagement, should be a source of knowledge, act as a conduit of identifying and attracting funding and act as a central point for greater collaboration. All groups agreed that Every Child CQ should not be leading action but creating the space for action to occur.

Conclusion

Community and engagement were both clearly defined by the stakeholder group. There was an expressed need to breakdown the large challenges identified by Every Child CQ in to smaller actions and in doing this provide the avenue for engagement to be focused.

All members expressed strong support for the vision of Every Child CQ and the day provided a clear direction for Every Child CQ.

There is a strong need to define the place of trust in both the engagement process and within the community. This topic was discussed heavily but not defined to the satisfaction of the greater group.

The day concluded with all participants keen to engage further in the process.